

Boomerang

Inspection report for early years provision

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Inspector Pauline Pinnegar

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Boomerang Out of School Club is a committee-run organisation. It was registered in 2004 and operates from within Holy Trinity Church Hall, in the Fairfield area of Stockton-on-Tees. The club also uses the adjoining Holy Trinity Rosehill Primary School hall, library and computer room. There is access to an enclosed outdoor play area. Most children attending live in and around the local area and currently all children attend Holy Trinity Rosehill Primary School. During school holidays children attend from primary schools within the local area.

The club is registered to care for a maximum of 42 children aged under eight years. There are currently 12 children aged from three to five years on roll, some in part-time places. Care is also provided for children aged five to 11 years. There are currently 60 children on roll within this age group. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are systems in place to support children with additional needs.

The club opens each weekday from 07.30 to 09.00 and 15.00 to 18.00 during school term time. During school holidays the club is open from 07.30 to 18.00. The club employs seven members of staff, five of whom hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff have a good knowledge of children's individual needs and promote all aspects of children's welfare with success. A suitable range of activities that reflect all areas of learning and the ages of children is provided; however, observations and assessments are currently under development. Good relationships between staff and children ensure the children are settled and happy to attend this inclusive setting. Children are cared for in a safe environment and there are good partnerships with both parents and the school. Methods for self-evaluation are in the early stages of development to highlight both areas of strength and those areas where further development may improve the outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the systems for observations, assessments and planning to identify learning priorities and plan relevant and motivating learning experiences for each child
- improve the processes for self-evaluation to monitor the provision and identify areas for development.

The leadership and management of the early years provision

The after school manager has a positive approach towards the organisation of the provision. The staff are committed to ensuring the children who attend the club enjoy themselves. Staff at the setting have a satisfactory understanding of the Early Years Foundation Stage and how to support children's progress. Effective policies and procedures help children to be cared for in a safe environment where staff are suitably qualified and have a clear understanding of their roles and responsibilities. There is a robust system for checking staff are suitable to work with children in regard to references. Daily risk assessments confirm the safety and security of the premises. Toys and equipment are clean and in good condition. Children learn to keep themselves safe through activities and being involved in devising ground rules. Good attention is paid to security, doors are locked and closed-circuit television cameras are in place to prevent intruders entering into the premises. The identity of visitors is verified and steps taken to ensure they are not left unsupervised. Staff have a sound awareness of their responsibilities for safeguarding children and recognise that their welfare is paramount.

Management and staff are working towards being an effective team. Unfortunately, the processes for self-evaluation are not clear. Staff do take into account some views of parents and children, but are not fully using self-evaluation systems to help them monitor the provision and identify targets for further development. However, the club has worked hard to address all the recommendations made at the last inspection. All the required documentation and procedures are now in place, which contributes to ensuring children's health and safety are promoted.

Links with parents are good. The introductory pack provides information about the aims and policies of the after school club. Relationships with parents are good and help to create a friendly family atmosphere in the club. Parents engage in friendly conversations with staff when collecting their children. Children's records are shared with the parents. Regular meetings with the governing body help to review how the club operates. The manager also attends meetings with the teaching staff in the school to share planning for both the school and the after school club.

The quality and standards of the early years provision

Children settle quickly into the 'easy going' routine, where they can play with their friends and are purposefully occupied after their busy school day. There is a balance of quiet and vigorous physical activities, as there is with group and independent activities. Children choose to play imaginatively with others, for example, with the puppet theatre and role play areas, or on their own with a good variety of resources. Children are happy, settled and confident, and they play cooperatively with each other and enjoy the company of the older children. Staff interact well with them and join in with games and creative activities. Children benefit from both adult-led and child-initiated play. They are well-behaved, polite and considerate and follow the staff's good role model when interacting with each other. This approach is helping to develop the children's early citizenship and

future enthusiasm for learning. Staff know the children well and take account of children's interests and age when planning activities. However, assessment of children's abilities in relation to the areas of learning is in the early stages. The outcomes of staff's observations and evaluations are not yet fully utilised to help adults to identify and plan for the next steps and learning priorities in each child's learning.

Opportunities for physical play are included in daily planning. Children love to play outside in the attractive outdoor environment. They enjoy digging in the soil and making 'mud banks' and taking part in 'obstacle courses'. Indoors they like to play team games of football and soft ball in the school hall or ride bikes in the church hall. Children have opportunities to explore and learn about the outdoor environment as they plant bulbs, vegetables and seeds and take photographs to compare growth over time. Children enjoy a healthy and varied range of snacks that contribute towards a good diet. They are offered alternative fruits to encompass their likes and dislikes. Activity planning also helps to promote children's knowledge and understanding of healthy food. Children have food-tasting activities from around the world as they sample pita bread, naan bread and French bread. Good hygiene practices are promoted to ensure children are protected from cross-infection and play with clean, well maintained equipment.

Children are becoming increasingly independent as they make choices about what they want to do and manage their personal care. They enjoy creative activities as they draw, paint and use different materials and media. Mark-making opportunities also take place outdoors with wipe boards and chalks. Children are beginning to write for a purpose as they write signs for the puppet theatre show. Children confidently operate computers and access simple games and programs. They learn about festivals and seasons through their activities and through access to resources and books which reflect diversity. Adults teach children to behave in ways that are safe for themselves and others by reminding them of safe practice, how to respond to the fire alarm, and how to stay safe whilst walking from school to the setting. Activity planning also incorporates opportunities for children to learn about road safety and they explore road signs and their meaning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met